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ABSTRACT

The process of expanding the general and vocational English-as-a-Second-Language (ESL) curriculum for employees of a hotel is described, and related materials are presented. Emphasis was on improvement of instruction for groups with varied levels of English proficiency. Instructional program development included creation of a computer lab and classes in computer use, both general (keyboarding, computer literacy) and for specific purposes (word processing, literacy education, ESL instruction). Techniques used in creating a supportive lab environment and in teaching in these areas are outlined. The program has been found successful and highly attractive to employees. A packet of reproducible masters for instructional handouts and a copy of the personal computer manual are included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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ED 419 430

Reading, Writing, and Computering

by Estella Pinga & Diana Della Costa

Instructing multi-level ESOL adult classes that are open-entry/open-exit in the workplace puts demands on the creativity and resourcefulness of the instructor(s). So, if the axiom, "Necessity is the mother of invention" is true, then these adult ESOL instructors are the grandparents of innovation.

That is how Estella Pinga and Diana Della Costa, two workforce instructors at the Marriott Residence Inn at Lake Buena Vista, Florida view themselves. Over a period of three years, the instructional needs of their students have increasingly diverged evoking the need to improve the curriculum. This was addressed by expanding the syllabus to accommodate students who have progressed to higher levels, and by integrating the hotel and living skills content with language skills in a mutually supportive manner.

However, improving the curriculum did not eliminate the problem of lack of means by which to more closely match instruction with individual student's needs. Their solution was to add computering to the reading and writing segments of a lesson. Computerized instruction allowed the student s to accelerate at their own pace; increased student motivation and retention; and provided a closer match between students' achievement levels and instruction.

The Marriott purchased several used computers and converted a storeroom into a computer lab for class use. The software was purchased with a mini-grant from Sunshine State TESOL.

FL 801 226

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The computers attracted students to the program because of its accessibility, high interest value, educational effectiveness, and capabilities for independent study and self-assessment. Classes are Wednesday, Thurday, and Friday.

Establishing Pre-Computer Literacy

To prepare the students for using the computers, the following activities were undertaken.

1.) Students made their own computer manual with a manila folder. On the cover they wrote "My Computer Manual" and their name. (This gave them a sense of ownership of the material.) On the left inside cover, the instructor stapled a duplicated copy of a keyboard and a lined sheet of paper on the right side of the folder. The students drew a vertical line in the center of the paper to make two columns. These columns have the headings Terms (left side) and Thoughts (right side).

2.) On a daily basis, the instructor provided a number of computer terms with simplified definitions until the manuals contained a list of 25 terms. Students wrote the terms (under the Terms column) and their own definitions (under the Thoughts column) in English and/or their own language. Dictionaries were provided in Spanish, French and Vietnamese to accommodate the various culture groups. (Note: Students were able to write as much or as little as they wanted according to their own ability.) Computer realia brought into the class impressed the meaning of these terms and the function of computer components. (e.g. The keyboard

is plugged into the CPU (Central Processing Unit) or "brain" of the computer, and not the wall.)

3.) Student manuals also provided incidental instruction for spelling (ex. compound word - keyboard), pronunciation (ex. "th" sound in the word "thoughts"), and vocabulary (computer terms and their meanings).

4.) Students used the "paper keyboard" to practice typing their names and the day's date to familiarize them with letter placements since keyboards are not in ABC order.

5.) Students practiced typing on a portable word processor (electric typewriter with memory and printing capabilities) which gave them experience in typing, viewing a monitor, and having work printed out.

5.) Students went into the computer lab and used a computer with Word Perfect to continue practice typing personal information.

6.) Posters around the lab walls provided assistance, e.g. picture of a keyboard; parts of a computer; and computer terms. (All by Frank Schaffer, Publications, Inc.)

7.) In the classroom, computer idioms were taught, e.g. mouse, virus, Apple, etc. Students recorded these idioms on paper with three columns: Terms, Dictionary Meaning, and Computer Meaning. Students were given the idioms by the instructor and asked the meaning of these as they knew them or they were looked up in dictionaries. Either their own definition, or the dictionary one was put under the dictionary column and the computer idiom meaning was simplified by the

instructor and put under the third column.

8.) To reinforce terminology learning, students did worksheets from Hayes Computer Literacy Activities and Exercises by Ellen Bell. These contain two-choice multiple choice questions, easy scrambled key words, and simple word searches.

This initial phase took about three weeks, after which students were introduced to the software program, Steck-Vaughn's **EDL Learning 100 Skills Inventory**. The instructor kept logs to insure that each student had an opportunity to use the computers. Students not on the computers did worksheets in the classroom and instructor floated between the computer lab and the classroom.

The EDL Learning 100 Skills Inventory

The EDL Learning 100 Skills Inventory has the following features:

1.) **The EDL Learning 100 Skills Inventory** includes levels from 1.0 to 10.5. This meets our needs of a multi-level class, and also allows pre-GED students to use the program for reviewing. Soon, a hearing impaired employee will also use the computer.

2.) All students started on the computer program taking a Computerized Reading Skills Inventory or Locator Test to determine reading level, followed with a Criterion-Referenced Test. When a test is completed, the computer automatically prints out for each student - a Student Course of Study with 30 Cycles. (To begin, we

limited each cycle to three components: Vocabulary and Word Attack, Language Clues, and Reading Strategies.)

3.) Each cycle has a corresponding worktext with lessons corresponding to cycles for Reading Strategies and Language Clues. For instance, Cycle 1, Vocabulary and Language Skills, Lesson 1, concentrates on:

A. Adding s and es to words.

B. Sentences begin with a capital and end with a period.

C. Letter order in words.

D. Initial consonant w.

Reading Strategies concentrates on vocabulary and comprehension skills. Each text has lesson extension activities.

4.) Worksheets are hand scored by instructor and progress is charted on forms from text. These are recorded in progress charts stapled in students' folders along with their completed and in-progress worksheets. Mastery scores of 80% are needed for the Reading Strategies, and 75% for the Language Clues before a student can move on to the next level. The computer program allows students to continue working as long as they have mastery scores, otherwise, they cannot continue.

5.) Other reports include a Student Mastery Summary Report for Learning 100 based on each individual's reading level. The report gives Objectives Tested, Objectives Mastered, Objectives Percentage, Questions Tested, Questions Correct, and Questions Percentage. It also gives a listing of the

Objectives Not Mastered with the Percentage Correct, and a listing of Objectives Mastered and Percentage Correct. (Note: After students are re-tested, scores are compared to see what other objectives were mastered, and what skills need to be addressed, allowing for individualized instruction).

Effects of the Project

The benefits of the computer program allow instructors to meet all student needs in a comprehensive manner while allowing for open entry/open exit classes. Worksheets are given to accommodate a student's personal level of competency, and students work at own pace with and without guidance.

At any time an instructor can get a Reading Level Report on all students with L-100 Level Prescribed for each student and a History Report listing student names and Completed Tests and Scores.

Also, a student can leave work in progress at any time and continue where they left off upon returning to the computer. This allows for flexibility of student's work schedule, and also for scheduling computer usage to allow more than a few students to use the computer during class time.

While students are working on the computer, the instructor is helping students with their worksheets or holding a class session addressing other needs such as company policies or leading a class discussion to practice speaking in English.

Conclusion

Thus far, student retention in our ESOL classes has increased three-fold, students feel challenged and motivated

to learn, and there is a waiting list for students to enter the class starting next session. Lastly, to quote William E. Rodrigues, General Manager, IBM, K-12 Education, from his address to the Florida Educational Technology Conference in Orlando, Florida, said, "Technology literacy, and its application to communications and productivity, has become as fundamental to functioning in society as traditional skills like reading, writing, and arithmetic..." this makes us realize that we have titled our project appropriately.

Sources

Bell, E. W. (1984). Computer literacy: Activities and exercises. Wilkinsburg, PA: Hayes School Publishing Co., Inc.

Frank Schaffer Publications, Inc. Posters: Parts of a computer; Computer terms; and Computer Keyboard. Palos Verdes Estates, CA: Author.

IDG Books Worldwide, Inc. 1996. Computers simplified: The 3-D approach to learning about computers (3rd ed.). Ontario, Canada: maranGraphics, Inc.

READING, WRITING, AND COMPUTERING

A Communicative-Based Approach for Teaching Pre-Computer Literacy to ESOL Adults
(A Reproducible Booklet) In a Multi-level Setting.

by Diana E. Della Costa
Kissimmee, FL
1997

PART 2: PROJECT ACTIVITIES

List the major objective(s) to be accomplished by the project; describe the activities designed to achieve each objective; give the approximate date of each activity; and describe the procedure that will be employed to evaluate the achievement of each objective. This is an overview of the most important activities of the project; it is not necessary to include every detail.

OBJECTIVES	ACTIVITIES	APPROXIMATE DATES	METHOD OF EVALUATION
1) to provide instruction that will accommodate widely divergent ability levels; 2) To improve the present curricular offerings so as to ensure greater relevancy to students' needs and to enhance language proficiency skills; 3) To provide supplemental instruction to augment teacher instruction. 4. To implement a system of recording competencies gained to allow students and supervisors to chart progress.	1) Integrate hotel industry and living skills content with language proficiency skills to make the curriculum more relevant and functional; 2) Expand on targeted language proficiencies to more adequately meet students' needs particularly of those who have advanced to higher levels; 3) Purchase and put to use computer software which will suplement as well as complement the ESOL instruction. 4) Have the computer lab open at such times that will enable students to use it during their free time as well as class time.	January, 1997 until June, 1997	1. Computer pre- and post-tests done quarterly; 2. Criterion referenced tests geared toward the syllabus; 3. Observational comments 4. Computer Program Locator Test

Welcome to **Reading, Writing,** and **Computering**! This booklet consists of communicative-based approaches to teaching pre-computer literacy to ESOL adults in a multi-level setting. Nonetheless, please modify, adapt, or change material to accommodate your own classroom needs and/or teaching styles. (**Note:** This booklet is reproducible for instructor convenience.)

Equally important, keep in mind the difference between pedagogy and andragogy. Pedagogy is teacher directed learning (the art and science of teaching children). Andragogy is self-directed learning (the art and science of helping adults learn). Communication-based activities help to achieve the latter. (**Note:** The key words are teaching and helping).

The rational for communication-based activities is: it involves real-life and real-life situations; has a low anxiety barrier which lessens stress, promotes self-confidence, and raises student's motivational level; there is a natural use of the language based on what is used daily (authentic language); lends itself to high interest since it is based on real-life situations; and includes social interaction through the use of activities that require language.

The format for communication-based activities is: activate prior knowledge by having students share what they know about the subject to be discussed; communication-based activities (dialogue, story, role-play, etc.); focus on form (grammar) while instructing subject by choosing one item from activity and emphasize one point; and return to communication-based activity as a review and reinforcement.

Start by asking students what do they see on the cover and any other page that has graphics. Ask them if they ever have used this equipment before, or know of anyone who does, and if so, for what purpose(s). All pages have notes for primary and optional discussion topics. The optional topics can be discussed anytime along with other topics or at a later date, or not at all, depending on the level and needs of students.

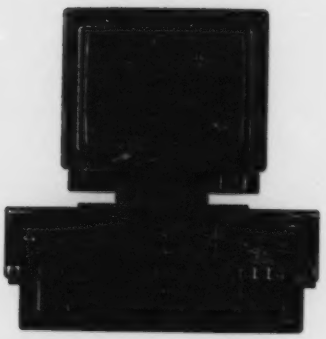
While reviewing a page with students, focus on form. For instance, when they see the word " keyboard ", tell them this is a compound word, or a word made of two words put together to make one word; focus on pronunciation in a lesson by stressing a certain sound, **ex.** the " th " sound in the word " thoughts "; and plurals and possession can be discussed when the letter " s " appears at the end of a word.

To incorporate writing into a lesson, use the T'n'T (Terms and Thoughts) Log located on page 16 in the booklet. (**Note:** Log format was adapted from an article in **The Teaching Professor** newsletter of December, 1966, **Double-Entry Notes** by Karen Allen, who is on staff at Chesterfield-Marlboro (PA) State College.)

To reinforce learning, use the activities at the end: Information Gap, Tic-Tac-Toe, Bingo, and/or use **Computer Literacy Activities and Exercises** by Ellen W. Bell. Bell's booklet has reproducible worksheets of various writing activities for more advanced levels (see Instructor Resources at end of booklet). All activities will reinforce what was learned through reading and writing while learning about computering.

Computers

They come in different sizes and shapes.



Instructors Note: Explain to students that computers come in different shapes and sizes just as people do. (**Optional:** Explaining the difference between laptop computers and PC's.)

Turning on and off

Note: Varies with computer models, but all equipment has its own on and off switch.

Monitor

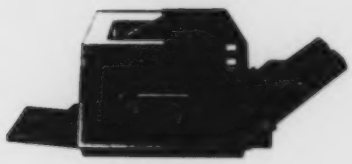
Computer

Printer

Instructor Note: Explain to students that on/off switches for computers and monitors are in different places depending on the style of the equipment. (**Optional:** Explaining that some computers never shut off and need a screen saver.)

Optional Computer Equipment

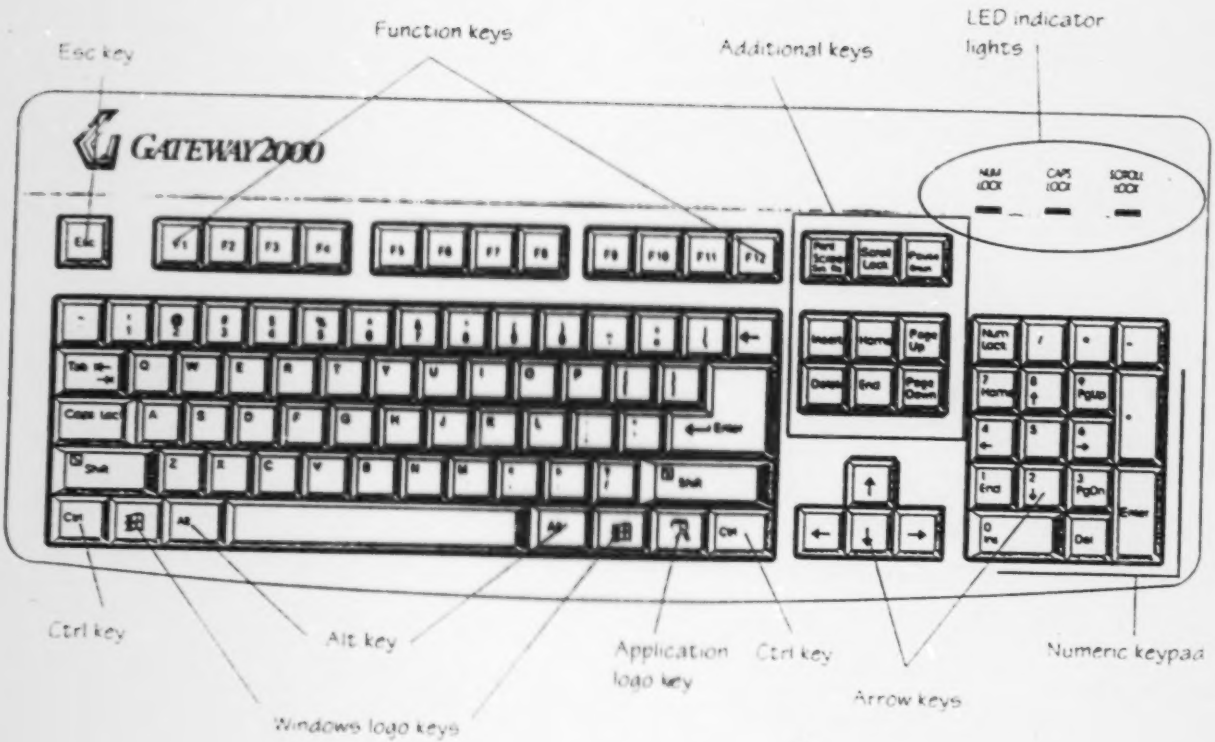
Printer



Mouse

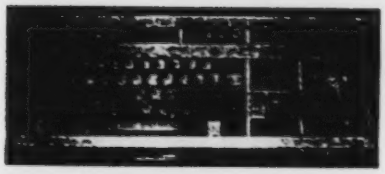
Instructor note: Explain to students that a printer and a mouse are not necessary to use a computer. (**Optional:** Explaining that a keyboard is sufficient to use a computer, and when a printer would be necessary.

Computer Keyboard



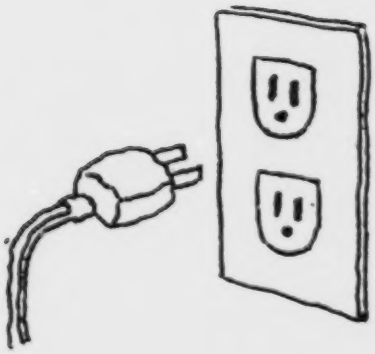
not in ABC order.

A Keyboard plugs into . . .



the computer,

not the wall



Instructor Note: Explain to students that the keyboard plugs into the computer and not the wall plug.(**Optional**: Explaining the use of a surge protector.)

Notes

Software

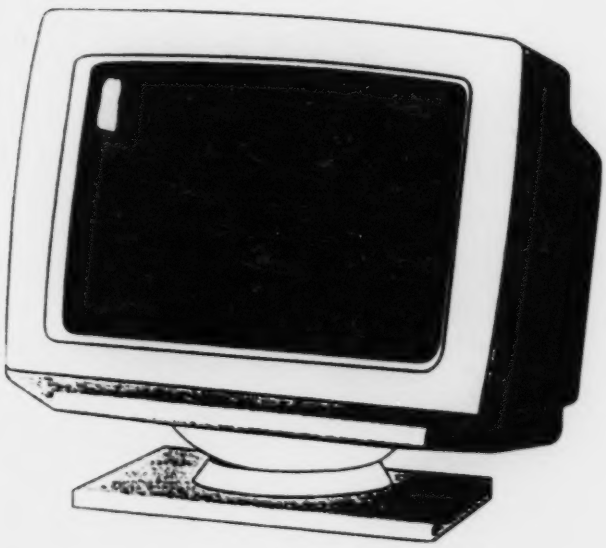
Information that's inside the computer and tells the computer what to do.

Software cannot be seen or touched. Only the package it comes in can be seen or touched.

Instructor Note: Explain to students that a computer does not have a brain nor is there any information in it. It needs to be fed information that can be put into its memory. (**Optional:** Explaining some of the different types of programs available, and that some computers can be purchased with software installed.)

Cursor

A Cursor is a flashing symbol on a screen that shows where you will type.

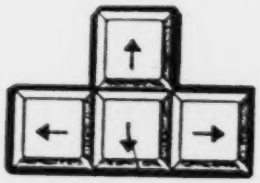


Monitor

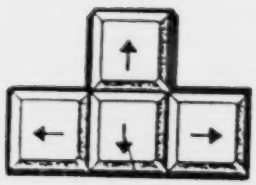
Instructor Note: Explain to students that the cursor tells them where they are to type on the screen.

Arrows

Arrows move the cursor to the position where you want on the screen.

Left ←  → right

A Cursor helps you find your place on a page.

Down ↓  ↑ up

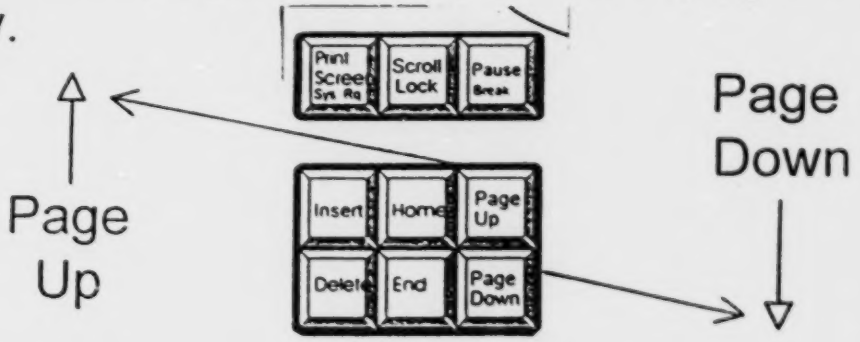
---

Instructor Note: Explain to students that the arrows allow them to move where ever they need to go on a displayed page. (**Optional:** Explaining why they need to use the arrows; to make a correction, add, or delete something, etc.)

Pages

To turn pages as in a book . . .

use the page up key or the page down key.



Instructor Note: Explain to students that the pages of a book are turned from left to right, while the pages of a computer are turned by moving a page up or down. (**Optional:** Explaining the terms horizontal and vertical to explain page turning.)

Computer Terms

Terms	Meanings
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

Instructor Note: Explain to students that they are to copy computer terms in the first column (Terms) exactly as shown. In the second column (Thoughts), they can write as much, or as little, as they are capable of writing in order to understand the term. (**Optional:** Explaining to the students to write in the "Thoughts" column in their own language.)

Terms	Thoughts
1.) keyboard	use the computer
2.) monitor	computer screen
3.) enter	command (tells computer what to do)
4.) shift	makes capital letters
5.) key caps lock	makes all capital letters
6.) delete	never push it (erases work)
7.) home	beginning of work
8.) end	finish (end of work)
9.) page up	(moves towards) top of page
10.) page down	(moves towards) bottom of page
11.) esc (escape)	leave work in progress
12.) space bar	press once for one space.....
13.) print scrn (screen)	print work on screen
14.) tab (tabulator)	use for columns - r or 1 or paragraphs
15.) insert	add something to work on the screen
16.) software	tells computer what to do electronically
17.) program	instructions for the computer
18.) output	displayed information
19.) memory	stores information
20.) hardware	physical parts of a computer
21.) cursor	flashing symbol
22.) menu	choices of programs
23.) command	tells computer what to do or start
24.) printer	prints what is on the screen
25.) mouse	moves items on the screen and is hand held

Computer Idioms

Terms	Dictionary Meanings	Computer Meanings
1)		
2)		

Instructor Note: Explain to students that idioms are words or expressions that do not mean what they say. They have a special meaning of their own. (**Optional:** Explaining that common idioms are used every day, and explain that categories of items have their own set of idioms.)

Allow students to use dictionaries to look up meanings of words for literal and computer meanings. (**Note:** Some of the new foreign language dictionaries include computer terms.) If dictionary skills have not been taught, incorporate them.

Note: A list of ten computer idioms with their dictionary definitions and computer meanings are on the next page.

Computer Idioms

Terms	Dictionary Meaning	Computer Meaning
1) RAM	animal - goat	Random Access Memory
2) Virus	disease - infection	makes info. disappear
3) mouse	small furry animal	select items with it
4) hacker	someone who chops or cuts into small pieces	someone who uses a computer
5) crash	car accident or physically exhausted	computer stops working
6) byte (bite)	take a small piece of food	number or letter/ piece of information
7) Apple	fruit	name of computer
8) windows	opening in house to let light in	rectangle that displays information on screen
9) boot	type of footwear	start the computer
10) chip	small piece of something	conducts the electricity through the computer

Notes

Instructor Note: Explain to students that this page can be used by students to remind themselves of various things. **Ex.** Where to turn their computer on or off.

ACTIVITIES

TERMS	THOUGHTS
keyboard	use the computer
key caps lock	makes all capital letters
menu	choices of programs
page down	(moves towards) bottom of page
delete	never push it (erases work)

Journal Entries Con'd.

Date:

Journal Entries

Date: _____

_____

_____

Instructor Note: Explain to students that they should record what they do on the computer so they have a record of their work. (**Optional:** Explaining to students to record what they did well and what needs improvement.)

monitor	computer screen
enter	command (tells computer what to do)
shift	makes capital letters
home	beginning (of work)
end	finished (end of work)

Information Gap

Laminate and cut up the enlarged Terms and Thoughts on the next couple of pages. Give out terms in random order to lower level students and definitions to higher level students. Allow the students to mingle and find the matching terms and thoughts.

(**Optional:** Students can work on own matching terms and thoughts.)

Tic - Tac - Toe

Divide class into two teams, designating one team as ' X ' and the other team as ' O '. Make a TIC - TAC - TOE grid on the board (or several grids). Allow teams to chose a team captain who will come to the board and play the game. Call out a term for one of the teams to define within 5 - 10 seconds. If they answer correctly within the time frame, the team captain puts a mark on the grid. Do the same for the next team. **Note:** If a team cannot answer in the time allowed, the other team gets to answer the question. If the question is answered incorrectly by either team, no one puts a mark on the grid, and the instructor gives the correct answer.

Bingo

Students are to randomly select and record computer terms on their blank bingo grids. (**Note:** Allow them to use their manuals.) Call out definitions and the students must match the definitions with a term on their bingo grid by crossing off the corresponding term. Play until a grid has all terms marked.

Optional :

Award small prizes (**ex.** Candy, pencils, sodas, etc.) to winners of activities, or give someone a prize for participating; but, allow winners to chose first.

page up	(moves towards) top of page
esc (escape)	leave work in progress
space bar	press once for one space
print screen	print work on screen
tab (tabulator)	use for columns - r or l or paragraph

insert	**add something to work on the screen**
software	**tells the computer what to do (electronic)**
program	**instructions for the computer**
output	**displayed information**
memory	**stores information**

hardware	**physical parts of a computer**
cursor	**flashing symbol**
command	**tells computer what to do or start**
printer	**prints what is on the screen**
mouse	**moves items on the screen & is hand held**

BINGO		

INSTRUCTOR RESOURCES

1.) **Computers Simplified: The 3-D Visual Approach to Learning About Computers.** 3rd Edition by IDG Books Worldwide, Inc., An International Data Group Company, 919 E. Hillside Blvd., Suite 400, Foster City, CA 94404. A simplified introductory book on computers with color graphics. Excellent source! (Available at local bookstores.)

2.) Posters: **Computer Terms; Parts of a Computer; and Computer Keyboard**, by Frank Schaffer Publications, Inc., 1028 Via Mirabel, Palos Verdes Estates, CA 90274. Great sources of quick and easy to access information. (Available at educational stores.)

3.) **The Guide: Resources and Services for Technology-Using Educators**, published by the International Society for Technology in Education, Administrative Office, 1787 Agate Street, Eugene, OR 97403-1923. Nice resource guide - topics include Published Books and Courseware; ISTE-Distributed Products; and ISTE Resources & Services. (Contact ISTE directly.)

4.) **Glencoe/McGraw-Hill**, a division of The McGraw-Hill **Companies**, P.O. Box 508, Columbus, Ohio 43216, publishes books, textbooks, and tutorials for computers and keyboarding.

5.) **Computer Literacy: Activities and Exercises** by Ellen W. Bell, published by Hayes School Publishing Company, Inc., Wilkinsburg, Pennsylvania. Sample activities include crossword puzzles, matching columns, and multiple choice questions. (Available at educational stores.)

My Computer Manual

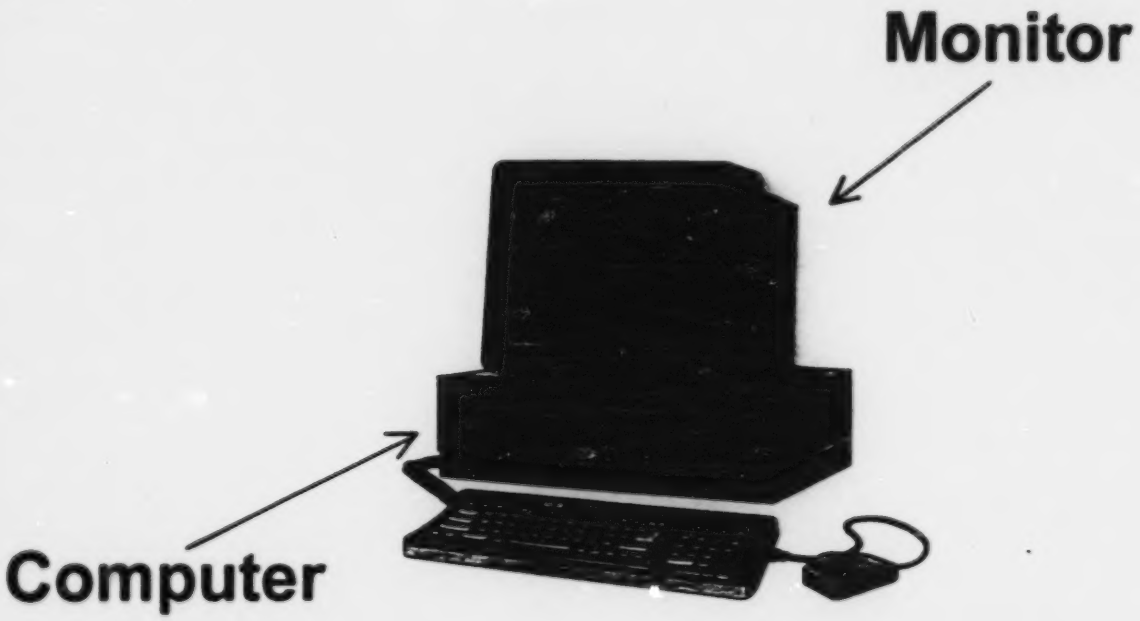
Name _____

Computers

They come in different sizes and shapes.

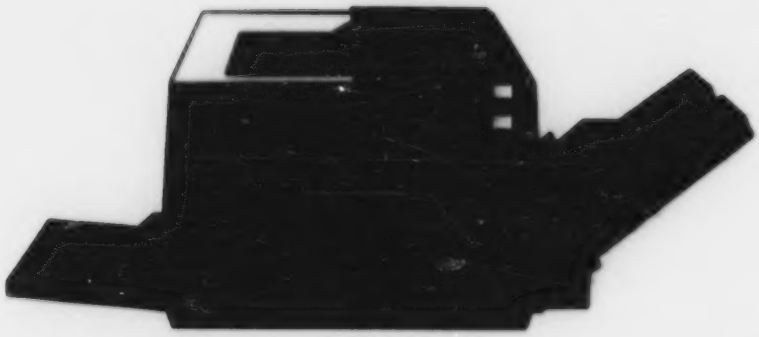
Turning on and off

Note: Varies with computer models, but all equipment has its own on and off switch.



Optional Computer Equipment

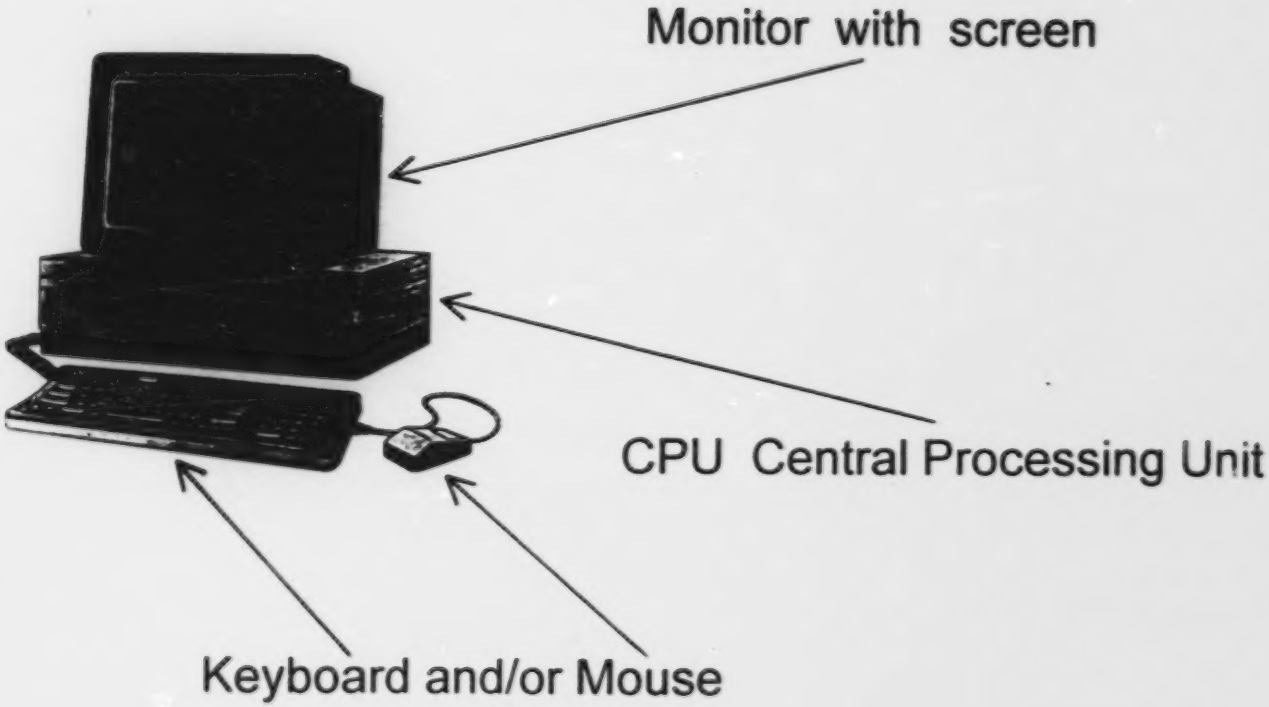
Printers



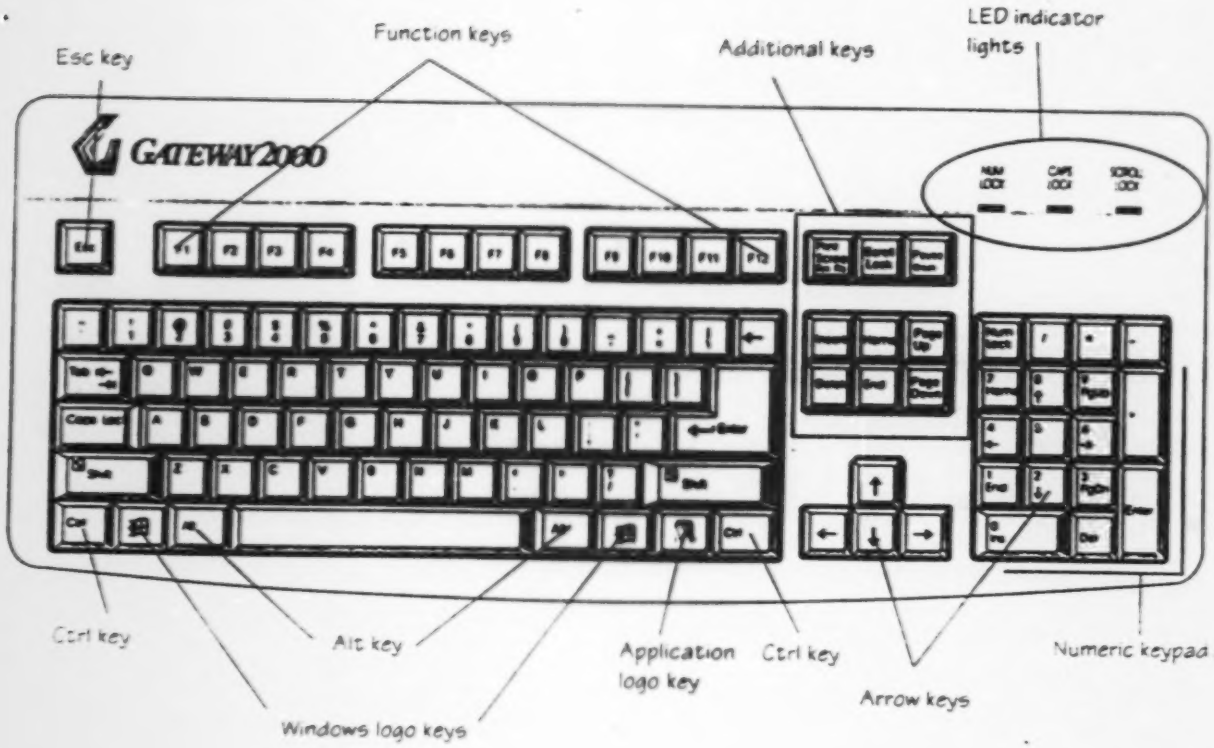
Mouse

Hardware

Parts of a computer you can see and touch.



Computer Keyboard

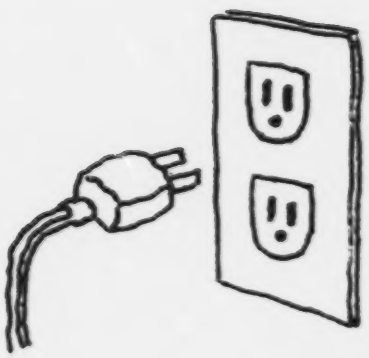


not in ABC order.

A Keyboard plugs into . . .

the computer,

not the wall



Notes

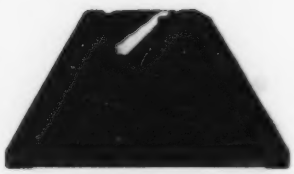
Software

Information that's inside the computer and tells the computer what to do.

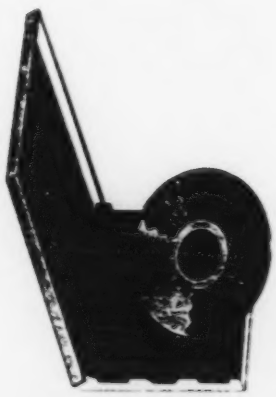
Software cannot be seen or touched. Only the package it comes in can be seen or touched.

Disks

Computer information is stored or kept on disks.



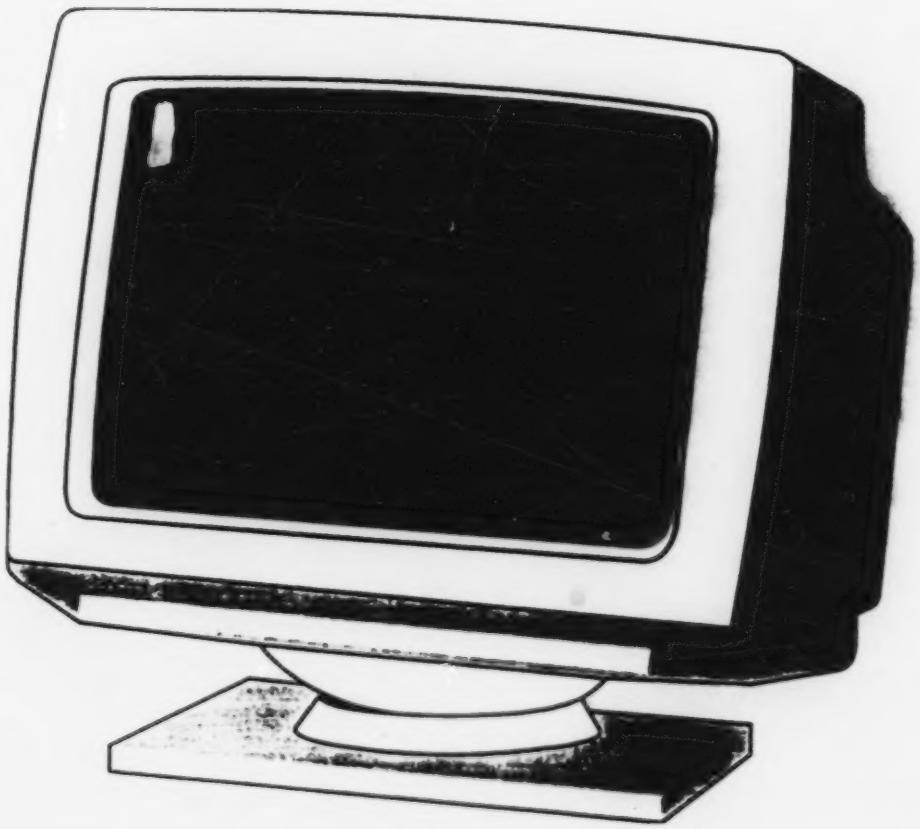
Floppy disks.



CD - ROM

Cursor

A Cursor is a flashing symbol on a screen that shows where you will type.

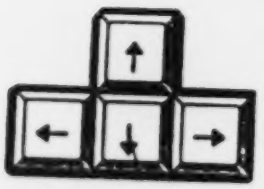


Monitor

Arrows

Arrows move the cursor to the position where you want on the screen.

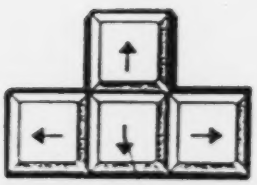
Left



right

A Cursor helps you find your place on a page.

Down

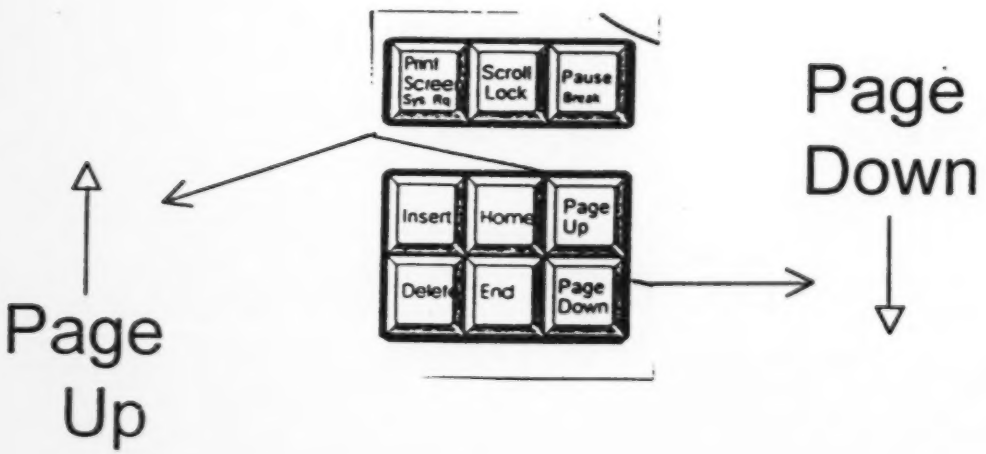


up

Pages

To turn pages as in a book . . .

use the page up key or the page down key.



Computer Terms

Terms	Thoughts
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

Computer Terms

Terms	Thoughts
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	

Computer Terms

Terms	Thoughts
17.	
18.	
19.	
20.	
21.	
22.	
23.	
24.	
25.	

Computer Idioms

Terms	Dictionary Meanings	Computer Meanings
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Notes

Notes

Journal Entries

Date:

Journal Entries (Con'd)

Date: